

DOWNLOAD PDF FAMILY SERVICES DISCUSSED WITH PARENTS RESEARCH ARTICLE

Chapter 1 : Major Trends in Family and Consumer Sciences

The Homeland Security and Health and Human Services Departments were not given advance notice, leaving them unprepared for the thousands of family separations that followed. By RON NIXON Oct. 24,

If such contact or visitation is inappropriate, the child has the right to be notified of the reason for that decision. To receive a copy of this act and have it fully explained to them when they are placed in the custody of the department. To enjoy individual dignity, liberty, pursuit of happiness, and the protection of their civil and legal rights as persons in the custody of the state. To have their privacy protected, have their personal belongings secure and transported with them, and, unless otherwise ordered by the court, have uncensored communication, including receiving and sending unopened communications and having access to a telephone. To have personnel providing services who are sufficiently qualified and experienced to assess the risk children face prior to removal from their homes and to meet the needs of the children once they are in the custody of the department. To remain in the custody of their parents or legal custodians unless and until there has been a determination by a qualified person exercising competent professional judgment that removal is necessary to protect their physical, mental, or emotional health or safety. To have a full risk, health, educational, medical and psychological screening and, if needed, assessment and testing upon adjudication into foster care; and to have their photograph and fingerprints included in their case management file. To be referred to and receive services, including necessary medical, emotional, psychological, psychiatric, and educational evaluations and treatment, as soon as practicable after identification of the need for such services by the screening and assessment process. To be placed in a home with no more than one other child, unless they are part of a sibling group. To be placed away from other children known to pose a threat of harm to them, either because of their own risk factors or those of the other child. To be the subject of a plan developed by the counselor and the shelter or foster caregiver to deal with identified behaviors that may present a risk to the child or others. To be involved and incorporated, where appropriate, in the development of the case plan, to have a case plan which will address their specific needs, and to object to any of the provisions of the case plan. To receive meaningful case management and planning that will quickly return the child to his or her family or move the child on to other forms of permanency. To receive regular communication with a caseworker, at least once a month, which shall include meeting with the child alone and conferring with the shelter or foster caregiver. To enjoy regular visitation, at least once a week, with their siblings unless the court orders otherwise. To enjoy regular visitation with their parents, at least once a month, unless the court orders otherwise. To receive a free and appropriate education; minimal disruption to their education and retention in their home school, if appropriate; referral to the child study team; all special educational services, including, where appropriate, the appointment of a parent surrogate; the sharing of all necessary information between the school board and the department, including information on attendance and educational progress. To be able to raise grievances with the department over the care they are receiving from their caregivers, caseworkers, or other service providers. To be heard by the court, if appropriate, at all review hearings. To have a guardian ad litem appointed to represent, within reason, their best interests and, where appropriate, an attorney ad litem appointed to represent their legal interests; the guardian ad litem and attorney ad litem shall have immediate and unlimited access to the children they represent. To have all their records available for review by their guardian ad litem and attorney ad litem if they deem such review necessary. To organize as a group for purposes of ensuring that they receive them services and living conditions to which they are entitled and to provide support for one another while in the custody of the department. To be afforded prompt access to all available state and federal programs, including, but not limited to: Hawaii a The department or an authorized agency, as resource family or permanent custodian, shall abide by the following guiding principles and ensure that a child in foster care: These rights are intended to guide the Department and its providers in the delivery of care and services to foster youth with the commitment to permanency, safety and well being. Shall have family and relatives

DOWNLOAD PDF FAMILY SERVICES DISCUSSED WITH PARENTS RESEARCH ARTICLE

explored first as potential placement providers. Shall have reasonable access to a caseworker who makes case plan decisions. Shall participate in the development and review of the service plan and have input into changes to the plan that affect permanence, safety, stability or well being. Youth age 14 and older should also be presented with the service plan for their review and signature. Shall be included in the Foster Care Review meeting, Permanency Hearing and Lead Agency Team meeting if age 14 and older, unless documented by court order or service plan that participation would be detrimental to the youth. Shall be provided with information about a foster family or program and, whenever possible, Shall have an opportunity to meet the foster parent or program staff before placement occurs. Shall have involvement as appropriate with family members and should participate in the development of visitation plans. Shall have access to medical, dental, vision, mental and behavioral health services regularly and more often as needed. Shall have access to information contained in medical, dental, and educational records held by DCF as well as personal documents such as social security card, birth certificate, green card, etc. When youth leave DCF, they Shall be given copies of medical, dental and educational records held by DCF and original social security card, birth certificate, and green card. Shall have the opportunity to have private conversations with social worker on a regular basis. Foster youth should also be made aware of the process for contacting the supervisor and attorney regarding any questions or concerns. Shall be informed of the names and phone numbers of assigned attorneys and be aware that they can contact their attorneys and that there is a process to request a change of attorneys. Shall have access to personal possessions, personal space and privacy with allowance for safety. Shall receive assistance in acquiring life skills, education, training and career guidance to accomplish personal goals and prepare for the future and be informed of the post-secondary educational and employment supports available to youth in care through the Department. Shall be informed that DCF provides clothing, birthday and holiday payments to foster parents and placement providers for youth in placement. Establishes that each child-placing agency shall promote educational stability for foster children when making placement decisions by considering their current school attendance area. The foster care pupil shall have the right to remain enrolled in and attend his or her school of origin pending resolution of school placement. Establishes certain rights of children who are placed in foster homes. The law standardizes rights for children in foster care among foster care and treatment providers. It ensures consistency of care for children among the various types of care provided. It brings issues related to the Bill of Rights for Children in Foster Care into one place in the statute to allow more effective communication among families. The law also sets a standard so that all foster children are afforded the same basic rights. Requires a provider of family foster care that places a child in a foster home to inform the child of his or her rights and to provide the child with a written copy of those rights. The law requires each group foster home that provides care to more than six children to post a written copy of these rights in the group foster home. Authorizes a child placed in foster care who believes that his or her rights as set forth in this law have been violated to raise and redress a grievance with any of a number of people or institutions responsible for the child. To placement outside his home only after the applicable department has made every reasonable effort, including the provision or arrangement of financial or other assistance and services as necessary, to enable the child to remain in his home; 2. To the best efforts of the applicable department, including the provision or arrangement of financial or other assistance and services as necessary, to place the child with a relative; 3. To the best efforts of the applicable department, including the provision or arrangement of financial or other assistance and services as necessary, to place the child in an appropriate setting in his own community; 4. To be free from physical or psychological abuse and from repeated changes in placement before the permanent placement or return home of the child; 9. To receive adequate, safe and appropriate food, clothing and housing; To receive adequate and appropriate medical care; and To be free from unwarranted physical restraint and isolation. When a child requires care outside the family unit, it is the duty of the State to assure that the quality of substitute care is as close as possible to the care and nurturing that society expects of a family. To that end, the General Assembly promotes the following in the provision of foster care: It defines corporal punishment as a form of physical discipline in which an individual is spanked,

paddled or hit on any part of the body with a hand or instrument. It also provides for a grievance policy and procedure and provides that a copy of the grievance policy and procedure shall be given to the child. Children in foster care. Children in foster care shall be provided with the following: In the absence of relatives, to have any kinship resource be considered as the preferred placement resource if the placement is consistent with the best interest of the child and the needs of other children in the kinship residence. Puerto Rico PR Sess. No child in DCYF care shall be deprived of any personal property of civil rights without due process. Each child shall receive humane and dignified treatment with full respect for his or her personal dignity and right to privacy. Regarding children in secure facilities, DCYF shall specify when restraint and seclusion may be used, and when and how communication by mail or phone may be restricted. Each child in a secure facility may receive visitors, including his or her attorney, Guardian ad litem, special advocate, Child Advocate, physicians, mental health professionals, and members of the clergy. A child is entitled to a free and appropriate education immediately upon being placed. Child victims as witnesses are afforded statutory protections. A child cannot be denied drug treatment solely because of DCYF placement. A school district must not place additional enrollment requirements on a child based solely on the fact that the child is in foster care. B Each school district shall: D Educational and school placement decisions for children in foster care must be made to ensure that each child immediately is placed in the least restrictive educational program and has access to all academic resources, services, and extracurricular and enrichment activities that are available to all students. E Each school district shall accept for credit full or partial course work satisfactorily completed by a child in foster care while attending a public school, nonpublic school, or nonsectarian school in accordance with state and district policies or regulations. G Each school district shall ensure that if a child in foster care is absent from school due to a certified court appearance or related court-ordered activity including, but not limited to, court-ordered treatment services, these absences must be counted as excused absences upon submission of appropriate documentation. If these absences exceed the limit provided for by law, the school administrator shall allow the child an opportunity to make up all assignments and required seat time. H Each school district, subject to federal law, may permit an authorized representative of the Department of Social Services to have access to the school records of a child in foster care for the purpose of fulfilling educational case management responsibilities required by law and to assist with the school transfer or placement of the child. Laws, HB , Chap. It further requires the department to promote participation of foster children and former foster children in educating other foster children about the Bill of Rights and in developing and implementing a policy for receiving and handling reports that the rights of a foster child are not being observed. Requires the Department of Family and Protective Services to ensure that each child in foster care who is age 16 or older annually obtains a free copy of his or her credit report and information regarding interpreting the report and correcting inaccuracies, until the child is discharged from foster care.

Chapter 2 : Adolescent Health Screening and Counseling - - American Family Physician

The frequency of parent-educator contacts, the parents' perceived support, the educational value attributed to the day-care experience and the quality of the day-care entry are positively associated with the quality of parents-educators relationships.

D Abstract Mediation is a process increasingly being used to attempt to resolve conflicts between parents following divorce and separation. The article considers the problems faced by the mediator and how mediation can sometimes take the place of hostile litigation. The value and objective of mediation is to create harmony where there is disharmony. This naturally affects not only the adults but children from the relationship. The manner in which mediation is conducted varies with the mediator. One method found to be successful is discussed. Mediation with Separated Parents Recent Research This article will consider the following areas: Problems associated with parental break-up and the potential value of mediation. There have been many writers and investigators who have found that divorce leads to frequent procedural injustices and is in need of socio-legal reform. Bryan provides a compelling argument that the procedures used to settle divorce disputes at the present time yield unjust decisions and poor outcomes for millions of adults and children each year. The author proposes procedural reforms and possible changes in the law itself, designed to better protect both legal rights and the mental health of individuals involved in the difficult process of divorce. Woven throughout are insights drawn from the social science literature and reflections on how psychology might best serve clients struggling with divorce. Parenting was examined as a mediator of associations between marital and child adjustment. Parent gender was examined as a moderator of associations among marital, parental and child functioning in families with a school-age child boys by Kaczynski et al. Mediators need to be aware of such research. Mediation is one of the interventions in place to put parents in control of the decision-making regarding their divorce and the future of their children. Taylor discusses what happens if they do not believe or trust the process when it is ordered. A summary of all family mediation studies over the past 20 years is carried out by Kelly This study focuses on four custody mediation programmes in the public sector, two studies of public and private sector comprehensive divorce mediations, and 3 court connected programmes for mediation of child protection or dependency disputes. Important factors are the timing of the intervention and whether it is voluntary. Success also depends on the training of the mediator. Because most mediation in the custody and divorce family sector occurs between male and female parties without lawyers present, the issue of who can mediate and how it is carried out is an important one. One such procedure of mediation combined with the court is discussed at the end of this paper. Most mediators lack training in dealing with the unique characteristics of this population. It has been well established that the trials and tribulations of experiencing a divorce are not easy for anyone who has lived through it first hand. Regardless of how the divorce occurs, it is important to note that there are likely to be hurt parties in need of healing. Taylor suggests a model based on EMDR, hypnosis, and NLP that may be combined with the efforts of mediation, divorce education and support and counselling groups to reduce the pain and anguish being experienced. It is only when the parents are free from the trauma associated from divorce that they may serve as a positive influence on their children. The growth and acceptance of divorce and family mediation over the past several decades has been increasing. As the process of mediation has matured, there is now a wide selection of books and articles on different approaches and applications for mediation in family dissolution Folberg et al. Despite the occasional failures, therapeutic divorce mediation is one of several interventions that hold promise for assisting highly conflicted parents to resolve disputes about their children. Mediation versus and litigation Ronbeck describes how Norwegian Law regulates court procedures in child custody cases. Mediation might require several court sittings. Parents are encouraged to try out different solutions between court sittings. The mediation process among other things, attempts to reduce conflict, between the parties. The use of mediation is therefore valuable in focusing on the future and addresses the day to day details of raising children, rather than the

win-lose aspects of who gets custody. The middle position would appear to be court-based mandatory mediation and here there are special considerations. This relates to combining private sector mediation with the court system. Ricci urges greater attention to the needs of diverse client populations in the role each plays vis a vis the judiciary, and further refinement and implementation of standards of practice. Family court mediation offer a gateway for social work with children and families whose needs are largely left untouched by current services, and therefore there is a need for this organisation to play an important part within the broader extension of prevention, early intervention, parenting and support services. Family disputes are the bane of over-burdened court systems and child access issues consume a disproportionate share of court resources. Consequently, family mediation has become a viable method of resolving these disputes and the mental health professionals are increasingly called upon to mediate child access and support disagreements. Outcomes within and between court districts favouring judge-imposed orders are compared with outcomes from districts which favour mediated settlements. Fisher presents a report on family mediators and lawyers communicating about children. At strategic points, the dialogue is interrupted and participants feed-back is solicited. Value and objectives of parental mediation Before considering the manner of conducting mediation it is important to consider what value such mediation procedures could have and their objectives. Child Focused Dispute Resolution. It features two case studies where one couple cavorts with issues such as infidelity, depression, work-life balance, strained extended family relations, cross cultural issues, and the pressures of raising a family given the different life and family expectations. The mediator subtly shifts towards a discussion about parenting arrangements. In the second case study the background study portrays a couple who have grown apart and have different values and ideals. The mediation session commences after a careful worded introduction that emphasises that the interventions and approaches shown have taken place only after a rapport has been built, following a number of sessions. In , the Office of Child Support Enforcement, initiated the State Child Access and Visitation AV Grant Programme, which involved annual awards of ten million dollars to promote the development of programmes to alleviate child access problems Pearson et al. Telephone interviews with parents who used mediation, parent education, and supervised visitation programmes funded by AV grants in 9 states revealed that the programmes were reaching diverse groups of parents including many low income parents, non white, and unmarried parents who received no other type of access assistance. The programmes also appeared to be achieving the major objectives posited for them by the Federal Government. One third to one half of non custodial parents in every programme type reported that parent-child contact increased following programme participation. This included supervised visitation users who typically had the lowest level of parent-child contact now reporting a significant increase in the number of days of contact. One of the difficulties involved in using mediation is when there is a threat of actual domestic violence DV Johnson et al. This study empirically evaluates outcomes and found the mediators often fail to recognise and report DV in Mediation results in poor outcomes for DV victims in terms of protection, such as supervised visitation and protected child exchanges. Child custody mediation it was felt should not be mandated in cases of domestic violence. Mediation and other forms of alternative dispute resolution ADR has grown rapidly through the last few decades mainly as a result of high divorce rates, frequent conflicts between parting parents, and the resulting administrative burdens on courts. Of especial concern is the damage caused to children in the post-divorce family relationships Emery et al. Their paper focuses on longitudinal research involving randomised trials of mediation and the adversary settlement to support the conclusions that mediation can: Co-parenting problems in the form of conflicts are likely to continue as a result of divorce and separation. This is based on implacable hostility between the parents and tends to affect the children in question. Lowenstein has provided the book dealing with parental alienation in its current insidious form and its long-term and short-term effects for children are delineated. This tends to be based on non acceptance of marital termination, and depression, usually by the partner who has the feeling of being aggrieved by the separation or divorce. Separation and divorce is also likely to be affected by financial factors which necessitates decisions having to be made Rose, The specific substantive financial issues to be

resolved may include the allocation of the family residence, child and spousal support, retirement benefits, stock options, and business interests. Data from couples with and without a reported history of domestic violence DV who were ordered to attend an assessment for mediation, were analysed to determine differences in the mediation process. More than one third reported a history of DV. A greater proportion of couples with reported DV: The nature and significance of agreement in family court mediation is explored in a British study by Mantle Particular attention is paid to the issues of legal representation, the voluntariness of mediation, the persistence of agreements, and the reasons why these agreements do not last. This is sometimes due to intimate partner violence. The study also examines theories from the psychology of justice and trust literature for predicting the attitudes of parents regarding their dissatisfaction with the juvenile court system, the unfairness of the third parties i. Parents assigned to mediation perceived a higher degree of settlement in their case. The aim of the study is to develop the ability of professionals to assist more separated parents than has been the case to date. The object is to involve their differences in way that focuses on the best interests of the children. An assumed starting point is the encouragement of arrangements that allows for parenting responsibilities after separation to continue to be shared. The precise manner in which these responsibilities are shared varies significantly from case to case. The principle underlying the assumed starting point is that the arrangements are of benefit to the children and not simply tokenism. Parents with enduring child disputes focus on interventions to end such implacable hostility. Kelly specialises in mediation interventions with high conflict parents in entrenched dispute patterns. There is considerable evidence that there is an alternative to litigation in the form of mediation in order to resolve conflicts between the parties Tishler et al. Mediation is used to effectively develop co-operation between the interested parties in relation to children. It is therefore possible that child protection through mediation is considered an essential tool for juvenile courts and the families that have cases there Olson, It is suggested that the mediators need to possess a combination of sensitivity, confidence, and strength. They cannot follow a script since every family is different. The emphasis must be on teaching parents to provide appropriately for their children and for that reason to respond to, and deal with, power issues between the parents Strochak, The importance of managing the communication process cannot be over-emphasised between the parents who are now no longer together. Strochak considers parents who have never been married, spouse abusers and victims, and same sex couples who are no longer able to live together. The concentration is on high conflict parents and the special challenges that some parents provide for mediators. For these parents, more intensive intervention is often needed to help them maintain boundaries that protect their children from ongoing conflict. The Family Therapy Institute of Siena in Switzerland appears to have found a way of providing help for children and couples by using mediation. Mediation and the role of children The process of mediation is primarily for the benefit of providing security for children. Both parents however, should play an important role in their lives. Children are often included and sometimes excluded from the process of mediation. Margulies considers that parents separating or divorcing face dozens of legal and practical choices that can have enduring emotional consequences for the whole family.

DOWNLOAD PDF FAMILY SERVICES DISCUSSED WITH PARENTS

RESEARCH ARTICLE

Chapter 3 : Parental Alienation - Dr. L.F. Lowenstein - Southern England Psychological Services

Our purpose was to find out what perceptions, representations and behavioral patterns the adolescents have towards their parents' involvement in education and towards the relationships between school and family, in the political and socio-economical context of Romania during the transition period to a democratic society.

Almost 70 percent of black children are born to single mothers. Those mothers are far more likely than married mothers to be poor, even after a post-welfare-reform decline in child poverty. They are also more likely to pass that poverty on to their children. The vast majority of higher-income women wait to have their children until they are married. The truth is that we are now a two-family nation, separate and unequal—one thriving and intact, and the other struggling, broken, and far too often African-American. So why does the Times, like so many who rail against inequality, fall silent on the relation between poverty and single-parent families? To answer that question—and to continue the confrontation with facts that Americans still prefer not to mention in polite company—you have to go back exactly 40 years. Most analysts assumed that once the nation removed discriminatory legal barriers and expanded employment opportunities, blacks would advance, just as poor immigrants had. Conditions for testing that proposition looked good. Between the Brown decision and the Civil Rights Act of 1964, legal racism had been dismantled. And the economy was humming along; in the first five years of the sixties, the economy generated 7 million jobs. About half of all blacks had moved into the middle class by the mid-sixties, but now progress seemed to be stalling. The rise in black income relative to that of whites, steady throughout the fifties, was sputtering to a halt. More blacks were out of work in 1968 than in 1964. Most alarming, after rioting in Harlem and Paterson, New Jersey, in 1967, the problems of the northern ghettos suddenly seemed more intractable than those of the George Wallace South. Moynihan, then assistant secretary of labor and one of a new class of government social scientists, was among the worriers, as he puzzled over his charts. One in particular caught his eye. This no longer seemed true. Moynihan and his aides decided that a serious analysis was in order. The first was empirical and would quickly become indisputable: But other points were more speculative and sparked a partisan dispute that has lasted to this day. Moynihan argued that the rise in single-mother families was not due to a lack of jobs but rather to a destructive vein in ghetto culture that could be traced back to slavery and Jim Crow discrimination. Though black sociologist E. Whereupon, it turned out that what everyone knew was evidently not so. Single mothers in the ghetto, on the other hand, tended to drift into pregnancy, often more than once and by more than one man, and to float through the chaos around them. Separate and unequal families, in other words, meant that blacks would have their liberty, but that they would be strangers to equality. But he also broke into new territory, analyzing the family problem with what strikes the contemporary ear as shocking candor. By that summer, the Moynihan report that was its inspiration was under attack from all sides. Just days after the report was leaked to Newsweek in early August, L. The televised images of the South Central Los Angeles rioters burning down their own neighborhood collided in the public mind with the contents of the report. Less forgivable was the refusal to grapple seriously—either at the time or in the months, years, even decades to come—with the basic cultural insight contained in the report: He heard code for the archaic charge of black licentiousness. For white liberals and the black establishment, poverty became a zero-sum game: It was as if critiquing the family meant that you supported inferior schools, even that you were a racist. By autumn, when a White House conference on civil rights took place, the Moynihan report, initially planned as its centerpiece, had been disappeared. Over the next 15 years, the black family question actually became a growth industry inside academe, the foundations, and the government. Think instead about the 75 percent of black middle-class families—though Moynihan had made a special point of exempting them from his report. Other black pride-inspired scholars looked at female-headed families and declared them authentically African and therefore a good thing. In a related vein, Carol Stack published *All Our Kin*, a HEW-funded study of families in a midwestern ghetto with many multigenerational female households. No one asked what nuclear families

did, or how they prepared children for a modern economy. The important point was simply that they were not black. The lucky black single mother could also enjoy more equal relationships with men than her miserably married white sisters. If black pride made it hard to grapple with the increasingly separate and unequal family, feminism made it impossible. Fretting about single-parent families was now not only racist but also sexist, an effort to deny women their independence, their sexuality, or both. As for the poverty of single mothers, that was simply more proof of patriarchal oppression. With the benefit of embarrassed hindsight, academics today sometimes try to wave away these notions as the justifiably angry, but ultimately harmless, speculations of political and academic activists. This is pure revisionism. The radical delegitimation of the family was so pervasive that even people at the center of power joined in. It made no difference that so many of these cheerleaders for single mothers had themselves spent their lives in traditional families and probably would rather have cut off an arm than seen their own unmarried daughters pushing strollers. City of East Cleveland decision. Brennan did not simply agree that the court should rule in favor of the grandmotherâ€™s a perfectly reasonable position. In its bumbling way and with far-reaching political consequences, the executive branch also offered warm greetings to the single-parent family. Alert to growing apprehension about the state of the American family during his presidential campaign, Jimmy Carter had promised a conference on the subject. Clearly less concerned with conditions in the ghetto than with satisfying feminist advocates, the administration named a black single divorced mother to lead the event, occasioning an outcry from conservatives. By , when it finally convened after numerous postponements, the White House Conference on the Family had morphed into the White House Conference on Families, to signal that all family forms were equal. Instead of the political victory for moderate Democrats that Carter had expected, the conference galvanized religious conservatives. Later, conservative heavyweight Paul Weyrich observed that the Carter conference marked the moment when religious activists moved in force into Republican politics. Doubtless they were also more energized by their own issues of feminism and gay rights than by what was happening in the ghetto. Meanwhile, the partisans of single motherhood got a perfect chance to test their theories, since the urban ghettos were fast turning into nuclear-family-free zones. In the ghetto, that number was considerably higher, as high as 66 percent in New York City. Many experts comforted themselves by pointing out that white mothers were also beginning to forgo marriage, but the truth was that only 9 percent of white births occurred out of wedlock. And how was the black single-parent family doing? It would be fair to say that it had not been exhibiting the strengths of kinship networks. According to numbers crunched by Moynihan and economist Paul Offner, of the black children born between and , 72 percent received Aid to Families with Dependent Children before the age of School dropout rates, delinquency, and crime, among the other dysfunctions that Moynihan had warned about, were rising in the cities. In short, the 15 years since the report was written had witnessed both the birth of millions of fatherless babies and the entrenchment of an underclass. Liberal advocates had two main ways of dodging the subject of family collapse while still addressing its increasingly alarming fallout. Advocates like Edelman might not have viewed the collapsing ghetto family as a welcome occurrence, but they treated it as a kind of natural event, like drought, beyond human control and judgment. The Carnegie Corporation followed suit. The American Family Under Pressure. The second way not to talk about what was happening to the ghetto family was to talk instead about teen pregnancy. In response to its alarms, HEW chief Joseph Califano helped push through the Adolescent Health Services and Pregnancy Prevention and Care Act, which funded groups providing services to pregnant adolescents and teen moms. Nonprofits, including the Center for Population Options now called Advocates for Youth , climbed on the bandwagon. Grant Foundations all started demonstration programs. There was just one small problem: There was an out-of-wedlock teen-pregnancy epidemic. Teenagers had gotten pregnant at even higher rates in the past. Back in the day, however, when they found out they were pregnant, girls had either gotten married or given their babies up for adoption. They were used to seeing children growing up without fathers, and they felt no shame about arriving at the maternity ward with no rings on their fingers, even at In the middle-class mind, however, no sane girl would want to have a baby at 15â€™not that experts mouthing rhetoric about the

DOWNLOAD PDF FAMILY SERVICES DISCUSSED WITH PARENTS RESEARCH ARTICLE

oppressive patriarchal family would admit that there was anything wrong with that. That middle-class outlook, combined with post-Moynihan mendacity about the growing disconnect between ghetto childbearing and marriage, led the policy elites to frame what was really the broad cultural problem of separate and unequal families as a simple lack-of-reproductive-services problem. They did not follow the middle-class life script that read: At any rate, failing to define the problem accurately, advocates were in no position to find the solution. Teen pregnancy not only failed to go down, despite all the public attention, the tens of millions of dollars, and the birth control pills that were thrown its way. It went up—peaking in at pregnancies per 1, teenage girls, up from per 1, in , when the Guttmacher report was published. About 80 percent of those young girls who became mothers were single, and the vast majority would be poor. Throughout the s, the inner city—and the black family—continued to unravel. Child poverty stayed close to 20 percent, hitting a high of . Welfare dependency continued to rise, soaring from 2 million families in to 5 million by . By , 65 percent of all black children were being born to unmarried women. In ghetto communities like Central Harlem, the number was closer to 80 percent. By this point, no one doubted that most of these children were destined to grow up poor and to pass down the legacy of single parenting to their own children. The only good news was that the bad news was so unrelentingly bad that the usual bromides and evasions could no longer hold. Something had to shake up what amounted to an ideological paralysis, and that something came from conservatives. Three thinkers in particular—Charles Murray, Lawrence Mead, and Thomas Sowell—though they did not always write directly about the black family, effectively changed the conversation about it. First, they did not flinch from blunt language in describing the wreckage of the inner city, unafraid of the accusations of racism and victim blaming that came their way. And third, they believed that the poor would have to change their behavior instead of waiting for Washington to end poverty, as liberals seemed to be saying. By the early s the media also had woken up to the ruins of the ghetto family and brought about the return of the repressed Moynihan report. The first was William Julius Wilson.

DOWNLOAD PDF FAMILY SERVICES DISCUSSED WITH PARENTS RESEARCH ARTICLE

Chapter 4 : Children With Incarcerated Parents | Social Work Policy Institute

are discussed with reference to research on Latino parents' involvement in childrens' schooling, as well as suggestions for school practices that may encourage parents' involvement.

In , 2 million children had incarcerated parents, a number double that of what was reported in . However, this does not affect all communities equally. According to DOJ, African American children are nine times more likely than white children to have an incarcerated parent and Latino children are three times more likely than white children to have an incarcerated parent Mumola, Meeting the needs of these children and their non-incarcerated parents as well as addressing parenting and family needs of parents in prison are issues that come to the attention of social workers in multiple fields of practice. This includes those who work in child welfare, mental health, infant and child development, schools, criminal justice, juvenile justice, and health care. These issues are also a concern for policymakers. This Research Page focuses on research, information, and resources that address the needs of children of incarcerated parents and their families. These mentoring programs were perhaps a countermeasure to the effects of the Adoption and Safe Families Act of on children with parents in prison. This legislation created strict timeframes for the length of time children should remain in out-of-home care before termination of parental rights and moving toward adoption. In recent years, researchers increasingly have focused their efforts on gathering information to more fully understand the well-being and developmental characteristics of children of incarcerated parents, their living situations, and the resources that can assist their families. Some of these children are already in the child welfare system and others come into the system upon incarceration of a parent. For others, there are concerns about the financial well-being and work situations of mothers caring for children while their fathers are in prison. In addition, there are issues related to what happens upon re-entry when the incarcerated parent returns to the community and to his or her family. Increased rates of women in prison also raise greater visibility to the needs of children. Furthermore, issues around prison visitation and in-prison strategies to promote positive parenting need to be addressed. To develop a better understanding of issues and concerns related to incarcerated parents and their children, the DOJ supported a Federal Resource Center for Children of Prisoners at the Child Welfare League of America from to . It is now housed with the Family and Corrections Network www.fcn.org. A number of resources and compilations of articles can be helpful to the practitioner or program administrator wanting to better understand this area. Five major resources are listed below: Published in , it is available from www.fcn.org. The book addresses the psychological impact of imprisonment; the deep consequences of mass incarceration on familial relationships in Washington, D. Links between high rates of incarceration in communities and use of public assistance are identified. The publication also describes model programs including cross-system collaborations and provides an extensive bibliography and resource listing. It is available at <http://www.fcn.org>. It is one of several special BJS reports on this major survey. The report related to incarcerated parents and their children can be accessed at <http://www.fcn.org>. A selection of these articles from to are cited below. The articles are categorized by those that provide an overview of the issues; those that relate specifically to foster children, fathers, and mothers, those that focus on kinship care, and those that test intervention models. Saturday morning at the jail: Implications of incarceration for families and children. Family Relations, 52 3 , Most of the respondents were women and had lived with the incarcerated male prior to incarceration. Results indicate that even though many of these families were already poor, they were even worse off financially during the incarceration. The authors conclude that the impact of incarceration extends to the family and that there are links between crime, poverty, social inequalities, and family life that should be addressed through family supports and policy development. The Social Policy Journal , 1 1 , Estimates suggest that parents make up a large segment of the prison population in the United States, and parental incarceration affects the whole family. For children of incarcerated parents, separation is painful and can be detrimental to their development. Effective parenting programs in prisons can be beneficial to the incarcerated

parents, their children, and society. This study surveyed state prisons to gather data on their parent populations and their prison parenting programs. Findings indicate significant differences by gender of prison population and program structures. Transition issues for children of incarcerated parents. *The Source*, 13 2 , In many instances, the parent-child separation occurs because of substance abuse and not the incarceration. The article recommends strategies to keep children and parents engaged and provides some additional resources. Family programming for incarcerated parents: A needs assessment among inmates. *Journal of Offender Rehabilitation*, 32, This study was undertaken to investigate the needs, as perceived by the offenders, of families with incarcerated individuals. Respondents were inmates 99 male, 37 female who ranged in age from 18 to Inmates requested information about child rearing, better visitation for their children, and help with issues of trust and communication. The results demonstrate that male and female inmates have differing concerns. However, both incarcerated mothers and fathers seem to value their parental identity and family commitments. *Clinical Social Work Journal* , 34 1 , This article reports findings of a qualitative study of the experiences of ex-offenders. Incarceration and release from prison create a particularly challenging set of experiences for individuals and families seeking help with social, emotional, and psychological problems and present significant barriers to understanding for the practitioner. The study posed the broad question: What is the experience of ex-offenders? The authors presumed that the provision of effective treatment services for ex-offenders would require that they first be empathically understood in depth and in all their complexity. Practice implications are discussed with the aim of helping clinicians understand and work with this underserved and vulnerable population more effectively. The impact of parental incarceration on children: An emerging need for effective interventions. *Child and Adolescent Social Work Journal* , 23 4 , The increasing number of children with incarcerated parents constitutes perhaps one of the largest at-risk populations in the United States. Short- and long-term effects of parental incarceration are difficult to quantify; however, the current literature indicates that this population is negatively responding to major shifts in family structure and is vulnerable to economic stress and adverse interpersonal issues. Service providers are seeking appropriate intervention strategies to address the resultant issues of parental incarceration. Unfortunately, there is a paucity of research on effective practice methods. It also provides recommendations for appropriate data collection and identification of relevant gender, developmental, and cultural interventions. *Children and Youth Services Review* , 25 7 , The number of children left behind when mothers are incarcerated continues to grow. Relatives are pressed into service to provide for the permanency, safety, and well-being of children. This article analyzes the impact of mandatory sentencing policies for nonviolent drug offenses, the Adoption and Safe Families Act of , and the Temporary Assistance for Needy Families welfare reform legislation of on women and their families. The article explores combined implications of these policies for families and offers policy recommendations emphasizing social justice. Incarceration and Child Welfare Hayward, R. Foster children with an incarcerated parent: *Children and Youth Services Review* , 29 10 , Compared to other children receiving child welfare services, children with incarcerated parents have needs that are not easily met. When placed in foster care, they also may be less likely to achieve permanency through reunification. Prior research has not identified under which circumstances these children are more or less likely to reunify with a family member. Use of logistic regression suggested that school-aged children and children with behavioral or substance abuse problems were more likely to reunify. In contrast, controlling for the impact of other variables in the model, the following factors significantly decreased the likelihood of reunification for children with at least one incarcerated parent: The article discusses practice and policy implications related to children of incarcerated parents in out-of-home care. Recent trends and implications for child welfare. *Social Service Review* , 76 3 , Using national survey data, they analyzed year trends in parental incarceration. Results indicate that children with incarcerated parents have become an increasingly large share of the foster care population since the mids and a notable share of U. Findings underscore the need to develop and implement specific child welfare and criminal justice policies for serving these families. *Journal abstract* Moses, M. Available from the National Institute of Justice at <http://www.oas.samhsa.gov>: These findings are contrary to the conventional

DOWNLOAD PDF FAMILY SERVICES DISCUSSED WITH PARENTS RESEARCH ARTICLE

wisdom that children come into care directly as a result of incarceration. Improving Family Foster Care: The study gathered information from foster care alumni who were in the child welfare system between and and looked at, among other things, risk factors related to entry into placement. Of the foster care alumni in the study, 35 percent had a mother and Incarcerated Fathers Arditti, J. Families in Society , 86 2 , This article advances an ecological framework that emphasizes the context of parental incarceration and its impact on families and children. Parenting education and incarcerated fathers. Journal of Family Social Work , 6 3 , Incarcerated fathers or men in the role of father or surrogate father in the US [sic] are approaching rates that could be considered epidemic in proportion. Children are adversely affected by the absence of fathers.

Chapter 5 : Scholarly Articles » Impact of parenting styles on child development

The aim of the research was to determine inmates' family and parenting issues and concerns and to assess their interest in formal and informal family services. Respondents were inmates (99 male, 37 female) who ranged in age from 18 to

Sadly, the patterns of unhealthy family relationships can lead to specific difficulties for children during their early school years. The research team identified three distinct family profiles: Cohesive families are characterized by harmonious interactions, emotional warmth, and firm but flexible roles for parents and children. Enmeshed families, by contrast, may be emotionally involved and display modest amounts of warmth, but they struggle with high levels of hostility, destructive meddling, and a limited sense of the family as a team. Finally, disengaged families, as the name implies, are marked by cold, controlling, and withdrawn relationships. Reacting to the death of their oldest son, the parents in the film retreat emotionally, creating a barren home environment in which feelings cannot be discussed. Although the study demonstrates solid evidence of a family-school connection, the authors caution that dysfunctional family relationships are not responsible for all or even most behavior difficulties in school. Other risk factors, such as high-crime neighborhoods, high-poverty schools, troubled peer circles, and genetic traits also influence whether one child develops more problems than another child, explains co-author Patrick Davies, professor of psychology at the University of Rochester. The new study builds on the long-established family systems theory, which consistently has identified the three types of families using clinical observations. This study, however, is the first to empirically confirm their existence across multiple relationships within the family: These destructive behaviors grew worse as the child progressed through school. By contrast, children from enmeshed home environments entered school with no more disciplinary problems or depression and withdrawal than their peers from cohesive families. But as children from both enmeshed and disengaged homes continued in school they began to suffer higher levels of anxiety and feelings of loneliness and alienation from peers and teachers. Rick Nauert has over 25 years experience in clinical, administrative and academic healthcare. He is currently an associate professor for Rocky Mountain University of Health Professionals doctoral program in health promotion and wellness. Nauert began his career as a clinical physical therapist and served as a regional manager for a publicly traded multidisciplinary rehabilitation agency for 12 years. He has masters degrees in health-fitness management and healthcare administration and a doctoral degree from The University of Texas at Austin focused on health care informatics, health administration, health education and health policy. His research efforts included the area of telehealth with a specialty in disease management. Family Problems Harm Young Children. Retrieved on November 10, , from <https://>

Chapter 6 : Foster Care Bill of Rights

The truth about parenting special needs children is that the parents' quality of life often suffers significantly.

Recent clinical trials of an intervention for parents called the New Beginnings Project⁹ found that quality parenting is a powerful protective factor and a modifiable source of childhood resilience. High quality is defined as a combination of warmth and nurturance with effective discipline and limit setting. This kind of parenting is shown consistently to relate to better outcomes for children. One of the most important ways parents can reassure their children in these times of great uncertainty is to affirm their abiding love for them. In addition to words, parents can show their affection through physical gestures – snuggling with young children and bear hugs for older ones, for example – and through making the time to simply be with them. The other side of effective parenting is discipline, characterized by clear guidelines, limits and age-appropriate expectations. Effective discipline helps children by increasing the predictability of the environment and their own sense of control at the same time that it reduces coercive interactions between parent and child and prevents involvement with deviant peers. Family routines such as meals and work and play practices strengthen the structure that provides stability, fosters communication and reinforces expectations. The quality of parent-child relationships is an important protective factor that predicts the long-term impact of divorce on children. Unfortunately, national surveys show a significant deterioration in relationships between children and their parents, especially fathers, over time. Among these are quality parenting practices including committing to one-on-one time with each child, affirming their strengths, reinforcing positive behaviours, listening without judgment, accepting ambivalent feelings, reflecting understanding, connecting words to feelings, allowing silence and giving children space to not talk. All of these help children and parents alike to understand each other and deepen their connection. Developing strong parent-child relationships depends on communicating well and frequently with children, especially listening to their feelings and responding with empathy. Research shows that healthy families regularly incorporate genuine expressions of appreciation and encouragement for one another. Taking the time to notice and express appreciation for acts of kindness or consideration creates goodwill that fuels hope, optimism and loving relationships. Establishing new family rituals and routines is another way to strengthen the bonds between parents and children. These convey the message that we are still a family – a very reassuring message for children. Parents can also strengthen their bonds with their children at the same time that they are helping them to become resilient by conveying a positive sense of hope about the future and reinforcing a message of enduring, unconditional love for their children. Another important way that parents can strengthen their relationships with their children is to avoid rushing into new relationships. While it is understandable that divorcing parents long to have a loving new partner, entering such relationships too quickly can come at great cost to their children. The issues are compounded when the new partner also has children. Many children express an enormous sense of loss, and they may fear being replaced when their parent is suddenly focused on a new love. Taking new relationships slowly and allowing children time to adjust to the divorce before adding more changes benefits children and new relationships. The Stress in America survey conducted by the American Psychological Association reveals the disconnect between what children experience and what parents think they experience. Recent neurophysiological research has shown that naming emotions calms the amygdala, increases activity in the prefrontal cortex, and helps children develop neural pathways for managing strong emotion, problem solving, rational thinking and judgment. Children often need time and space to share their hidden feelings, and they are most likely to do so if they believe their parents will listen to them openly and without judgment. How parents manage their own strong emotions and go about ending their marriage and creating a new way of life makes a major difference for their children. It is imperative that parents learn how to control conflict that is verbally or physically hostile, frequent, intense or focused on the children – the kinds of conflict that are most damaging to children. Exposure to domestic violence and abusive behaviour is especially toxic to children.

There are a number of techniques that parents can use to protect children from the toxic effects of intense conflict. Among these are reframing their relationship into a respectful, business-like partnership for parenting. In high-conflict situations, parallel parenting in which parents have limited contact is often preferable to co-parenting in which parents interact and communicate frequently. A follow up study found that 12 years after mediation, parents were better able to co-parent and contain and resolve conflict than a litigation control group. Preventive interventions have been shown to have a positive impact on children and parenting. Programs such as CODIP provide group support and skills that help children by reducing their sense of isolation, clarifying misconceptions, and teaching them how to communicate better with their parents, problem solve and develop other important life skills that are particularly important in times of uncertainty and change. Interventions for parents, including parent education programs, provide critical information for parents. They help parents understand that what they do matters greatly in shaping outcomes for children after divorce and encourage them to reframe their relationship into a respectful, business-like partnership for parenting. These sessions provide positive, empowering messages to parents, emphasizing what they can control, educating them about the benefits of containing conflict and collaborating when it is safe to do so, and teaching the powerful protective practices of quality parenting, with warmth and limits. Research on in-depth interventions for parents shows better mental health outcomes for children six years after parents participated, compared with those whose parents did not participate in such a program. These are among the additional areas that have a positive impact on children: Preparing children for changes by giving them accurate, age-appropriate information helps children to feel secure by addressing that all-important question: Maintaining structures and routines that are least disruptive to children is important, too, and often their needs change over time. Parents need to stay attuned to how the transitions between them are impacting their children and make adjustments as needed to prevent giving children the sense that their lives are out of control. Underlying all that parents do to take care of their children is the important and often difficult task of taking good care of themselves. Stress often brings on a number of unwelcome changes in sleep, appetite and physical tension. These are generally compounded by additional pressures on the schedule created by sharing the parenting responsibilities from two different homes and the financial impact of splitting the same income to cover additional expenses. Parents need to make it a priority to find healthy ways to manage and reduce stress and take care of themselves so they can parent in the best way possible. Research Gaps More research is needed on the subject of parenting plans. In particular, it is important to learn how to address the needs of children of different ages, especially infants and preschool children, most effectively. Whether it is best for infants and toddlers to spend all their nights in one home or to share the overnight time between homes and parents is yet to be decisively determined. Likewise, more research is needed to develop and evaluate effective interventions for parents entrenched in high conflict and appropriate parenting plans for children in high-conflict families. Studies designed to understand what types of interventions are most effective and tailored to specific populations and problems will certainly add important knowledge. Conclusions Since divorce is so prevalent worldwide, it is critical to understand its impact on children and to establish ways to protect them from its potentially damaging effects. Fortunately, a sizeable body of research in multiple areas surrounding divorce and parenting has already yielded considerable information. We know how divorce impacts children in the short and long term. We know the major risk and protective factors that predict how they fare. Effective parenting encompassing both warmth and discipline, developing positive parent-child relationships and managing conflict are the three most important factors in protecting children. Evidence-based interventions for children and programs that strengthen parenting skills are helping families at the same time that they are yielding valuable research. But big challenges remain: How can we help all children come through family changes with resilience and healthy adjustment? How can we reach all the parents and help them develop the focus, skills and determination to give their children the best chance at leading fulfilling lives? Implications for parents, services, and policy Parents The implications of all this research is this empowering message: There is much you can do to foster better outcomes for your children. The risks are real, but so is the potential

to help them grow through the changes, to become resilient, and to feel completely secure in knowing they are loved and will be loved for a lifetime. Services Parents need this valuable information on ways to reduce the negative impact of divorce on their children early in the process of a breakup. One of the challenges is how to reach parents with parent education programs, legal procedures and other preventive outreach before problems become entrenched. A triage system of support is needed in every community that includes parent education, alternative dispute resolution methods and preventive interventions for parents and children. Many of these services are cut due to financial constraints, yet research shows that early outreach programs are cost effective and help to prevent more complex problems for parents and children. We need to find effective and cost-effective ways to widely disseminate evidence-based interventions so that they are easily accessed and available to all parents and their children. Policy The biggest implication for policy is to reframe the legal divorce process when children are involved so that it incorporates research on what is genuinely best for children. Decisions about custody and parenting time must be made in the context of child development research, not a uniform default toward any one particular schedule. Increasing the availability of alternatives such as collaborative law and mediation and providing evidence-based information for judges, legal and mental health professionals, and finding ways to structure legal proceedings to protect children are all changes that will benefit children and ultimately, the society they inherit and shape as adults. Divorce in Europe and the United States: Similarities and Differences Across Nations. *Family Science*, 1: Proven parenting strategies for helping children thrive through divorce. The consequences of divorce for adults and children. *Journal of Marriage and the Family* Direct, mediated and moderated effects. *Journal of Consulting and Clinical Psychology* Children of divorced parents as young adults. Coping with divorce, single parenting, and remarriage: A risk and resiliency perspective. In Hetherington, EM, ed. Lawrence Erlbaum Associates Publishers, The social readjustment rating scale. *Journal of Psychosomatic Research* Enhancing treatment gains in a school based intervention for children of divorce through skills training, parental involvement, and transfer procedures. Fostering resilience in the aftermath of divorce: The role of evidence-based programs for children. *Family Court Review* Six year follow-up of a randomized controlled trial of preventive interventions for children of divorce. *Journal of the American Medical Association* Long-term effects of parental divorce on parent-child relationships, adjustment and achievement in young adulthood. *Journal of Family Psychology*. Stress in America Putting feelings into words: Affect labeling disrupts amygdala activity in response to affective stimuli. Divorce, child custody, and mediation.

Chapter 7 : Family Issues: MedlinePlus

Teaching parents new skills to support the development of their young children with developmental disabilities has been controversial in the field of early intervention even though there is considerable empirical evidence supporting this approach.

A stratified random-digit dialing design was used to obtain a nationally representative sample of parents with children between 0 and 3 years old. Willingness of parents to pay extra to discuss these topics and receive additional care. Ratings of how well clinicians provide health care. Thirty-seven percent of parents had not discussed any of these topics. Parents who had discussed more of these topics with a clinician were more likely to report excellent care. Parents who could use more information on a larger number of topics were much more willing to pay for additional care. Many parents could use more information on these topics. Effort is required to provide parents with the information they need to take good care of their children. Our [medical] curriculum covers a certain amount of study of the anatomy and physiology of the child about which mothers never ask us, but the information which they seek has to do with that which cannot be obtained from books, but rather is that sort of knowledge which has passed from mouth to mouth down through the centuries. Instead of asking mother or grandmother what should be done, the doctor is consulted. If her confidence is to be retained, the physician must be as familiar with the proper manner of bathing a baby as he is with the treatment of pneumonia, and he may render the baby as notable a service in one instance as in the other. In contemporary times, providing preventive advice is called anticipatory guidance, and it is an integral part of well-child care. Guidelines for Health Supervision of Infants, Children, and Adolescents 3 provide lists of age-related topics for clinicians to discuss with parents as part of well-child care. Such lists have grown substantially longer in recent years. The third edition of the American Academy of Pediatrics guidelines devotes several times more space to anticipatory guidance and covers many more topics than the second edition. Most parents have a broad range of child-rearing concerns, and many would like to discuss them with physicians. The few available studies suggest that there may be large variations in the delivery of anticipatory guidance, depending on the population and clinical setting. In addition, anticipatory guidance rates found in studies based on medical records may reflect differences in documentation rather than differences in delivery of guidance. Subjects and methods Survey and sample The Commonwealth Fund developed the "Survey of Parents With Young Children" to provide an overview of the health and social conditions of families with young children in the United States; details of the methods appear elsewhere. A stratified random-digit dialing design was used to obtain a nationally representative sample of parents with children between 0 and 3 years. Telephone exchanges with high population densities of African American and Hispanic households were oversampled to enable subgroup analyses. When 2 parents were present, 1 was randomly selected for the interview. If more than 1 child was younger than 3 years, 1 was randomly selected as the index child for the interview. The sample included mothers and fathers. Outcome variables The survey asked, "Have you personally ever discussed this with a health professional like a doctor or nurse? It is especially unfortunate when parents who could use anticipatory guidance do not receive it. We believe that these parents would be especially receptive to discussions. We classified such parents those who had not discussed a topic but could use more information as being in an "unaddressed need group" for that particular subject. Data on unaddressed need groups appear in Table 1. The survey asked respondents to rate various aspects of the health care their child received poor, fair, good, excellent. Few respondents rated clinicians lower than good this skewed distribution is typical of such items, as found in the National Health Interview Survey 15 , so we divided responses into excellent vs not excellent. We also derived a dichotomous summary rating, set to 1 if the respondent gave at least 1 nonexcellent rating and set to 0 if the respondent gave only excellent ratings. Some topics apply only to certain age groups: The distribution of responses differs substantially across topics Table 1. Therefore, summary measures specifically, the proportion of topics not discussed and the proportion of

topics for which parents are in unaddressed need groups cannot be compared across age groups. Therefore, we normed the summary measures by age group using percentiles similar to those used in standardized growth curves. We set the median number of missed topics for each age group at the 50th percentile. A percentile higher than 50 indicates that the child missed more topics than other children in the same age group. Such an interpretation is not available in unnormed measures. We believe that respondents who provide more of the care would probably be more likely to see the clinician and thus have the opportunity to receive anticipatory guidance; therefore, we repeated some analyses with the subsample of parents who provided more of the care.

Analysis We conducted univariate, bivariate, and multivariate analyses. Weighted analyses are used to account for unequal sampling probabilities to represent the overall distribution of parents in the United States with children younger than 3 years. For statistical inference, SEs and test statistics were adjusted for the design effect caused by unequal sampling probabilities and stratification, using the sandwich variance estimator. For numerical outcome variables, we tested for association using the 1-way analysis of variance F test. A multivariate linear logistic regression was performed to examine the relationship between each numerical dichotomous outcome variable and the independent variables from Table 2, except we excluded the variables for sharing child care responsibilities because it does not apply to single-parent households and employment because of collinearity with number of adults in the household. Income and parental age were entered as continuous variables.

Results

Discussions with clinicians Table 1, column 1 presents the percentage of parents who reported that they had not discussed each age-appropriate anticipatory guidance topic with a clinician. For each topic other than newborn care, more than half of the parents reported that they had never discussed it Table 1. Thirty-seven percent of respondents had discussed no age-appropriate topics with a clinician. Among respondents in 2-parent households who provided more of the daily care for the child, a lower percentage of parents reported no discussions for some topics, but the overall findings remained the same: Columns 2 and 3 in Table 1 divide the sample into parents who had and had not discussed each topic, and present the percentage of each group who could use more information on particular topics. For sleeping patterns and discipline, parents who had discussions were significantly more likely than other parents to report that they could use more information. For the other topics, there was no significant difference based on whether parents had had discussions. When these analyses were limited to parents who provide more of the daily care for the child, the changes in percentages of who could use more information were small. Column 4, Table 1 presents the percentage of parents who were in unaddressed need groups; ie, parents who had not discussed the topic but who could use more information.

Variations in who reports discussions We compared rates of discussion by demographic and other characteristics using age-normed percentiles as the outcome variable. Column 1, Table 2 presents percentiles for the number of missed discussion topics. Parents of children with no insurance were much more likely to have missed discussions than parents of children with insurance. The same pattern was found for the number of topics for which parents were in an unaddressed need group Table 2, column 2. Other notable findings include that Hispanic parents had missed the most discussions and were in the most unaddressed need groups. Higher income and usually receiving care from the same clinician were each associated with fewer missed discussions and fewer unaddressed need groups. Respondents who provide more of the daily care for their child missed fewer discussions Table 2.

Multivariate analyses for the percentiles of missed discussions showed fewer significant predictors than the bivariate analyses. Characteristics with significant positive associations with missed discussions included the following: Fifty-seven percent gave a less-than-excellent rating for at least 1 aspect of care; there was significant variation in the ratings for only a few characteristics. View Large Download Ratings of Clinicians Among Parents Whose Child Usually Sees the Same Health Professional Parents who had missed more discussion topics, who could use additional information on more topics, or who were in a higher number of unaddressed need groups were more likely to give at least 1 nonexcellent rating Table 4, column 1. Willingness to pay varied significantly with insurance type: Parents who could use additional information on more topics and who were in a higher number of unaddressed need groups were more likely to be willing to pay extra Table 4,

column 2. Comment Clinicians who take care of children have a professional responsibility to provide anticipatory guidance to parents. More than one third of parents had never discussed any age-appropriate topics. Anticipatory guidance may be more important than ever. Cultural and economic shifts during the past several decades have brought many women out of the house and into the workforce. When both parents are employed, neither may have the time or energy to learn about all aspects of child rearing. Increased geographic mobility means that parents do not necessarily live near extended family members who might otherwise provide support. Because of shifting gender roles and expectations, women may be less likely than in the past to learn about child rearing while growing up. Although society is placing more responsibility on men to participate in child care, we are not familiar with any broad educational efforts to teach men how to take care of a child. Discussions about topics covered in this study are not only important for the purpose of providing advice to parents but also serve as a means of screening for problems. A discussion of discipline could lead to identification of a parent who is unwittingly abusing a child. A discussion of sleep patterns might identify a child with night terrors whose parents were unaware that physicians can advise on such matters. Some respondents might have missed out on discussions because they do not accompany the child to the clinician visit. If parents had talked about child rearing with several people, they might not have remembered with whom they had discussed a particular topic, especially if the topic was not a problem. Therefore, some parents might have underreported or overreported discussions. Regardless, many report that they could use more information, suggesting that discussions that did occur may have been inadequate. In other words, there was a significant unmet need for information. Of course, some parents might have an insatiable desire for more information and might report that they could use more information no matter how well and exhaustively the clinician, family members, or others talked with them. Some parents might also have interpreted interview items differently from the way the survey intended. Parents who receive less anticipatory guidance fit a demographic picture similar to people in other studies found to have limited access to care: Parents of children who usually receive care from the same clinician appear to be getting more anticipatory guidance. Improving both continuity of care and transmission of information between clinicians about what advice has been provided might increase the delivery of anticipatory guidance. Possible reasons anticipatory guidance is not provided There are several reasons physicians and parents might not be discussing these topics. First, physicians may not have adequate training to discuss some anticipatory guidance topics. Some evidence exists that anticipatory guidance for injury prevention, 29 violence reduction, 30 and infant sleep patterns 31 can have a positive effect, but other studies have had mixed results. Nonclinical sources of information may also be useful for parents. Nearly three quarters of parents in our study got child-rearing information from books, magazines, television, or videos. The Internet is a new source of information, although the accuracy is inconsistent. Parents may feel more comfortable talking with family members yet trust the information more when it comes from physicians. Our survey did not ask whether parents found discussions with clinicians useful or whether parents who could use more information wanted to receive it from a clinician. However, other studies have suggested that parents do want to receive such information. Parents who had fewer discussions gave their clinicians lower ratings.

Chapter 8 : Family Problems Harm Young Children

Parent Education to Strengthen Families build a healthy family. Research shows that effective parent training and family services consistent with the values.

Yet, the Romanian education was essentially conceived to prepare the manpower which was necessary for the socialist industry, and by means of distinct forms to ensure staff for the communist party. Besides this, as it was considered unproductive, education was underfinanced, the infrastructure was thus outdated and deteriorated and the teaching staff was undervalued and underpaid. This problem is consistently analyzed in many empirical research works as well as in diagnoses which manage to outline the current situation of the Romanian education system. The authors of the study found the following features characterizing this process: The structure of the education system has gone through many changes, creating chaos for the students in the final grades of school cycles, because of the changes brought to graduation exams and to the content of the education grid. Among them, the author quotes: The research considered the fact that decentralization and the autonomy of educational institutions represent one of the main objectives of the reformation of Romanian education. Starting from this assumption, the partnership between school, family and community must become an important instrument in the efficient functioning of the educational institutions. This situation is far from what ideally characterizes a functional relationship between school and family. Yet, I deal with a paradox, as one realizes that while the politicians in power strongly state that the reformation represents a priority for them, the political sphere remained indifferent towards the content of this reformation and left it to the education institutions and to the teachers. Among the problems which the national education system is confronted with, as it is shown in this report, the following are of utmost importance: The quality of education: The latter are largely the result of personal qualities and not of the system performances. In such circumstances, it becomes a necessity to implement mechanisms which ensure the quality at the system and at the institution level. Decentralization of the pre-university system of education: The decentralization process which was started must be continued resolutely, by means of a coherent strategy. All important decisions regarding the personnel, as well as regarding obtaining and spending the budget must reach the level of the school and the level of the local council. The author of the report considers that the successful implementation of the measures and of the action plans deriving from the report involves two conditions: The Theoretical and Empirical Support of the Research Theoretical development and recent research demonstrate that the organizations based on communities, such as schools, serve the social strategy of the organization and mobilization of the groups of people in order to achieve actions with specific objectives. These kinds of organizations represent democracy in action to solve the local problems. Their health is a barometer of the democratic way of life and, that is why, one of the important problems during the transition period is represented by the school transformation into centers of the community life. The schools which successfully and more efficiently carry out this responsibility consider themselves and their students as part of the social system which includes families and communities. The research developed in the USA and in some European countries shows that when schools, families and communities work together as partners, the beneficiaries are the students. The partnerships between schools, families and communities can: When parents, students and other members of a community consider each other as partners in education, a support network for students starts to function. The capacity of sharing values and common interests enables a community to develop strong feelings of loyalty and a high level of trust among individuals. Social networks create a strong community affiliation which creates a system of safety, of belonging which restates our existence as social beings. They generate the feeling of responsibility for the entire group, which goes beyond the individual interest. Strong social networks also lead to the understanding of the community ego and they successfully contribute to community adjustment and support. Thus the community forms a network of trust like a social support which is an imperative necessity in a transition society with sudden changes. She sustains that the

bigger the social support during adolescence is, the bigger the probability for a student to be successful in school. CLARK suggests that schools can strengthen the support systems for young people, especially for the poor or for minorities, through guiding, tutoring and instructional programs led by responsible adults. The social capital represents individual resources, values and advantages which the individuals earn as active participants in the community. From here starts the idea that a community, rather than an individual, has a certain amount of social capital. The communities "build" the social capital by developing active relationships, by democratic participation, by strengthening the common property and by social trust. PUTNAM , refers to the strong social networks and a high level in the active relationships between individuals with different roles that tend to support the fixed norms of generalized mutuality and to encourage the emergence of social trust. This is why, in every community there is the need for social trust, norms and networks which the people can rely on in order to solve common issues. Because of its axiological nucleus in the field of school the concept of social capital is approached with the same priority as the human and financial capital. One gave up the common idea that it is enough for a school to have adequate financing and a professional management. The message of the social capital is almost opposite. The recognition as main principle of this theory of "the history of tight connections between major institutions which socialize and educate children" EPSTEIN, , pp. This perspective is graphically represented under the shape of three spheres which intersect and symbolize the school, the family and the community. A framework of six major types of involvement has evolved from many studies and from many years of work by educators and families in elementary, middle and high schools

1. The results for students, parents and teachers will depend on the particular types of involvement that are implemented, as well as on the quality of the implementation" EPSTEIN et al. Strategies to involve the family in education [22] Each strategy has its specific objectives and its own activities to achieve the objectives, but the integration and implementation of standards must be based on the local needs and particularities. In order to fulfill this requirement, besides the focus group used by adolescents, the case study also includes the following research activities: Research Design The research strategy: Since the subject involves the principles of the interpretive perspective research, I used the abductive research strategy. This can only be discovered from the accounts which social actors provide. Their reality, the way they have constructed and interpreted their activities together, is embedded in their language. According to the abductive strategy, instead of using the hypotheses, a range of questions are used which are subject to further development and refining. Through the selection of questions and the attention given to their order, I can determine what is studied, to what degree and how it will be studied. Therefore, the following questions were formulated: What kind of social processes do these behaviors produce? What are the patterns of the relationships between characteristic behaviors? Why do the identified patterns manifest themselves in a particular way? The focus group technique has become one of the most attractive and efficient investigation methods, being the most utilized qualitative method for approaching some varied social domains, such as education. Also, the focus group is one of the few available techniques used to obtain consistent data from children and adolescents. The participants were selected in order to obtain a wide array of different opinions. I took into consideration that they could socialize, that they could talk openly and honestly to each other, so that each group was homogeneous concerning the experience as well as the scholarly environment which they come from. As a result, a diversity of opinion was reached by choosing homogeneous groups where participants could freely interact and not by choosing a heterogeneous human composition that is also less recommended. In each focus group there were 5 to 8 students from the 10th, 11th, 12th grade between the ages of Generally, each group consisted of students at the same education level, from the same school, but from classes having different profiles: Two of the groups were a bit heterogeneous. A group consisted of students who were living in the village of Ighiu and who were studying in Alba Iulia main municipal town in the county of Alba and Blaj and these students were from different grades. Another group consisted of students form different grades and high schools in Alba Iulia. The conversations in these two groups were less consistent. I specify that the investigation is part of a more elaborate research, which enters both the domain of fundamental research and the applied one. It aims at

developing a theory of the partnerships school-family-community, as well as at implementing certain partnership programs in some pre-university education units from the Alba County. In this way I achieved the description and the interpretation of the studied phenomenon and, as much as possible, its causal explanation. They confirmed that the study helped them understand a situation that sometimes seemed "enigmatic or confusing. Data Analysis and Interpretation 4. Through its actions, the family works as a mediator between the individual and other parts of society, such as the school. That is why it needs to accomplish its educational obligations of transmitting the cultural patterns and social status. The affective, material and financial support, the functional communication and the actions which are the four properties of this style manifest themselves permanently and in harmony. One of the attributes can be emphasized more, although none can be missing. My parents told to me about school, they get involved, they come to the school, and they help me with the homework if necessary. From the analysis of the collected data I concluded that this style of "limited," "sporadically," "partial" "in vivo" categories , seems to be the most common. It is invoked by the participants in wordings like: Rarely do they come to school, only when the teacher or the principal call. Nevertheless, the parental supervision remains, as I can notice from what a student told: Do you need anything else? When is there another meeting? This style of parental involvement in education is more complex than the others because its perception is the least wanted and, at the same time, harder to deal with by the teenagers. Semantic network of the style of excessive authoritative parental involvement [40] The conceptualizing of the style of involvement as excessive was a consequence of lines like this: The style, described by the words of a teenager, sounds like this: In the words of a teenage-girl illustrate the analytical approach: This is an example: They make efforts so that I become as best as I can at school, so I can go to a good college and be successful. It is the parents who are animated by "modern ideas" that maintain this conflict. It is known that unlike other domains of the social system, culture is much slower to change because people oppose to it, considering that they lose important values and beliefs. This creates a situation that sociologists call tension or cultural lag. In this situation, a value, a norm or a belief persists even if it became dysfunctional. It continues to exist only because it was sometime functional and many people are still attached to it. Many parents are still attached to the "traditional" values of the authoritarian behavior towards children. That is why, maybe, many teenagers use quite frequently the word "old folks" when talking about their parents, considering that age is responsible for a behavior that no longer resonates with the social changes that were made. This label is used in different ways: The collected data and their analysis with the scheme of Grounded Theory method paradigm put into light the style of reduced parental involvement in education. The analysis of textual data led to the identification of the causal conditions and then allowed us to deepen the analysis by building the matrix from Table 1 that presents the scheme in which I sorted and organized the connections between categories.

Chapter 9 : Family Engagement in Education

Providers who effectively engaged families typically identified the potential benefits of services, discussed family expectations for treatment process and outcomes, and worked with the family to develop a plan to address practical (e.g. scheduling, transportation) and psychological engagement challenges (e.g. other stressors, family member).

It represents the different approaches parents use to raise their children. This paper looks into various kinds of parenting styles followed by families. Modern parenting is mixed with various issues. The root cause of majority of the mental health problems arise in adolescence are related to parenting styles. Most parents use a variety of styles depending upon their culture and societal demands. The patterns of parenting styles and their impact on child development are explained in the paper. The impact of social changes on childhood in India derives attention. Parenting style needs change according to the changes taking place in a society. Influence of social class on the selection of parenting style is also discussed in the research. Introduction Good parenting is parenting that prepares children to meet the demands of the specific culture or subculture in which they live. We can nonetheless draw some conclusions about the ingredients of good parenting that will apply in most settings. We can go far in understanding which parenting styles are effective to prepare the children to meet the society. Darling and Steinberg defined parenting style as overall climate of parent child interactions. Parenting style is a determinant factor in child development. It affects psychological and social functioning of the children. Temperament, educational achievement, culture, socioeconomic status and the influence of their spouse affects parenting style as well. Temperament of the parent and the child affects style of parenting, and the mother and father may differ in style as well Belsky, Therefore the article deals with different parenting styles that parents use for raising their children. Patterns of parenting styles We can understand the effectiveness of parenting style by considering two dimension of parenting, as depicted in Figure 1. By crossing these two dimensions, four basic patterns of parenting styles should be considered see Table 1. Patterns of parenting styles Ballantine, The authoritarian, authoritative and permissive parenting styles were originally identified and defined by Baumrind , in a pioneering longitudinal study. Baumrind found that preschool children raised by authoritative parents were the best adjusted. They were cheerful, socially responsible, self reliant, achievement oriented and cooperative with adults and peers. Children of authoritarian parents tended to be moody and seemingly unhappy, easily annoyed, relatively aimless, and not very pleasant to be around. Children of permissive parents were often impulsive and aggressive, especially if they were boys. They tended to be bossy and self centred, rebellious, lacking in self control, rather aimless and quite low in independence and achievement. Subsequent research has shown that the worst developmental outcomes were associated with a neglectful, uninvolved style of parenting. Children of neglectful parents are notable for behavioural problems such as aggression and frequent temper tantrums as early as age three. They have a tendency to become hostile and antisocial in adolescents Sigelman, Children of permissive parents were very immature. They had difficulty controlling their impulses and were disobedient and rebellious when asked to do something that conflicted with their momentary desires. They were also overly demanding and dependent on adults, and they showed less persistence on tasks at preschool than children whose parents exerted more control. The link between permissive parenting and dependent, non-achieving behaviour was especially strong for boys Berk, As children move into school, peer and community contexts, the parent-child relationship change. Recent changes in the family “ such as high rates of divorce, maternal employment “ can have positive as well as negative effects on children. In middle childhood, the amount of time children spend with parents declines dramatically. The common thinking is that authoritative pattern of parenting style is best for child development. But it may vary according to culture and societal changes Myers-Walls et al. From one point of view there are many parenting styles as there are parents. One helpful grouping is provided in E. Individual parents probably combine elements of two or more of these styles in their own personal parenting styles. The parent as martyr face some problems like, the goals the martyring parents set are impossible to

carry out and the parent always feel guilty. The parent as pal style points out that there are some relationship risks. If things do not go well, parents may want to retract to a more formal, authoritarian style of parenting. But once they have established a buddy relationship, it is difficult to regain authority. The key is respect and a close relationship; habitual punishment and the policing of adolescents are far less effective modes of socialization. It may be difficult for most parents to always be there to stimulate the children. Children also have inherited intellectual capacities and needs. Instead of this parenting style an interactive perspective regards the influence between parent and child as mutual and reciprocal. The athletic coach style recognizes that parents, like coaches have their own personalities and needs. Once individual become parents, they remain in this role the rest of their lives. As we explore parenting over the course of life, we will apply principles and suggestions from the interactive and athletic coach perspectives on parenting. Merits and demerits of parenting styles What kind of parenting style help children become happy about themselves and friendly with others? How these parenting styles affect children in their later life. The following generalizations are drawn from the study conducted by Baumrind Authoritarian parenting styles generally lead to children who are obedient and proficient, but they rank lower in happiness, social competence and self-esteem. They lack social competence as the parent generally predicts what the child should do instead of allowing the child to choose by him or herself. The children also rarely take initiatives. These children tend to be low in self confidence and lack social and academic competence. These children lack spontaneity and curiosity. These children were often characterized by lacking spontaneity and intellectual curiosity Cole et al. Authoritative parenting styles tend to result in children who are happy, capable and successful. Children who have been raised in authoritative homes score higher on a variety of measures of competence, social development, selfperceptions, and mental health than those raised in authoritarian, permissive, or neglectful homes. This is true not only in childhood, but also during adolescence, as evidenced by higher academic achievement and psychosocial development, and fewer behavioural problems Ballantine, Permissive parenting often results in children who rank low in happiness and selfregulation. These children are more likely to experience problems with authority and tend to perform poorly in school. Permissive style of child rearing is nurturant and accepting, but it avoids making demands or imposing controls of any kind. Permissive parents allow children to make many of their own decisions at an age when they are not yet capable of doing so. They can eat meals and go to bed when they feel like it and watch as much television as they want. They do not have to learn good manners or do any household chores. Children with permissive parents tend to have high self-esteem and good social skills but are more prone to problem behaviour. Accepting responsibility is difficult for many of them. Uninvolved parenting styles rank lowest across all life domains. These children tend to lack self-control, have low self-esteem and are less competent than their peers. Children develop best when they have love and limits. And if they receive too much guidance, as the children of authoritarian parents do, they will have few opportunities to learn self-reliance and may lack confidence in their own decision-making abilities. Clarifying parenting values and implementing them in warm, supportive and appropriately demanding ways are crucial for the welfare of the next generation and society. Issues in parenting style The incompatibility of the parenting role with the working role is but one source of frustration for fathers and mothers trying to raise their children. At least five reasons of frustration, which is associated to parenting, might be identified Lamanna and Riedmann, Parents today rear their children in a pluralist society, characterized by diverse and conflicting values; Parents are only one of several influences on children. Others are schools, peers, television, movies, music, books and travel. Parents feel anxious and guilty about their performance. Changing goal from one best technique to another. Society does not offer parents much psychological or social support. Social class and parenting styles. The ideas that parents have about parenting and the ways in which parents perform their parenting functions differ across socioeconomic strata. Parents from different socioeconomic strata rear their children differently, partly in response to the different circumstances in which they live as well as ways of interacting with the world, including their children. This interest derives from a belief that high SES families afford their children an array of services, goods, parental

actions, and social connections that potentially redound to the benefit of children and a concern that many low SES children lack access to those same resources and experiences, thus putting them at risk for developmental problems Bradley and Corwyn, Parenting styles are shaped in part by socioeconomic factors. Middle class and lower class parents often pursue different goals and emphasize different values in raising their children. Compared to middle and upper class parents, lower and working class parents tend to 1 stress obedience and respect for authority; 2 be more restrictive and authoritarian more frequently using power assertive discipline; 3 reason with their children less frequently, and 4 show less warmth and affection. Why might these differences in parenting behaviour exist? Most explanations centre on the stresses associated with low income living and their effects on parenting. One explanation for the link between economic factors and parenting styles focuses on the skills needed by workers in different occupations. Parents from lower socioeconomic groups may quite sensibly emphasize obedience to authority figures because their job demands it. Middle and upper class parents may reason with their children and stress individual initiative, curiosity and creativity more because these are the attributes that count for business executives, professionals, and other white collar workers. Both middle- and lower- income parents have devised styles of parenting that are well adapted to the distinctive demands of their socio-cultural setting. Historically child rearing had a strong parental orientation. That is parents tended to rear their children according to their own needs and values.